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THE TRAINER CHANGE-AGENT ROLE WITHIN A SCHOOL SYSTEM.

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THE FOCUS OF THE STUDY IS UPON THE INTERNAL CHANGE AGENT IN THE SCHOOL SYSTEM. IT RESULTS FROM THE ASSUMPTION THAT IT WOULD BE VALUABLE FOR THE SYSTEM TO HAVE A ROLE PRIMARILY CONCERNED WITH THE PHENOMENA OF CHANGE. THE CHANGE AGENT IS REFERRED TO AS A TRAINER ROLE, SINCE TRAINED BEHAVIOR OF INDIVIDUALS CAN INCREASE THE POTENTIAL FOR PLANNED, PURPOSEFUL CHANGE. IT IS HELPFUL TO THINK OF THE TRAINER-CHANGE AGENT ROLE AS PROVIDING LINKAGES TO SUCH GAPS AS THOSE BETWEEN A GROUP OF TEACHERS AND THE VARIOUS KINDS OF RESOURCES THAT COULD HELP THEM PERFORM THEIR JOBS MORE EFFECTIVELY. LINKAGES COULD ALSO BE PROVIDED BETWEEN ADMINISTRATORS, SCHOOL BOARD MEMBERS, AND CUSTODIANS AND THEIR ROLE EFFECTIVENESS. FOUR CONCEPTUAL MODELS ARE CITED WITHIN WHICH TRAINER ROLE LINKAGE IS UTILIZED TO PERMIT CHANGE ANALYSIS AT BOTH MICRO- AND MACRO-LEVELS OF EDUCATIONAL SYSTEMS. IN ORDER TO FACILITATE LINKAGE OF PEOPLE TO RESOURCES, THE TRAINER-CHANGE AGENT WOULD HAVE TO POSSESS PROBLEM-SOLVING SKILLS, INTERPERSONAL SKILLS OF RELATING, AND INNERPERSONAL LEARNING. SUCH SKILLS COULD BE IDEALLY DEVELOPED THROUGH A PLANNED ORIENTATION PERIOD. THE BEST POSSIBLE SOURCES OF CHANGE AGENTS WOULD BE PROFESSIONAL EDUCATORS, PSYCHOLOGISTS OR SOCIAL PSYCHOLOGISTS, OR PRACTITIONERS OF PERSONNEL TRAINING. THEIR ROLE WITHIN THE SYSTEM WOULD REQUIRE (1) UPPER ADMINISTRATIVE RESPONSIBILITY, (2) AUTONOMY IN RESPONDING TO AND DEVELOPING TRAINING EXPERIENCE OF PERSONNEL WITHIN THE SYSTEM, (3) ACTIVE COMMUNICATION WITHIN THE SYSTEM, (4) TEAM-WORK RELATIONSHIPS WITH EVALUATORS AND RESEARCHERS OF THE SYSTEM, AND (5) SOURCES OF CONSULTATION REFERRAL OUTSIDE THE SYSTEM. THIS ARTICLE WAS PUBLISHED IN "CHANGE IN SCHOOL SYSTEMS," AVAILABLE FROM THE NATIONAL TRAINING LABORATORIES, NATIONAL EDUCATION ASSOCIATION, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, FOR $2.50 (GB) FOR $2.50. (GB)

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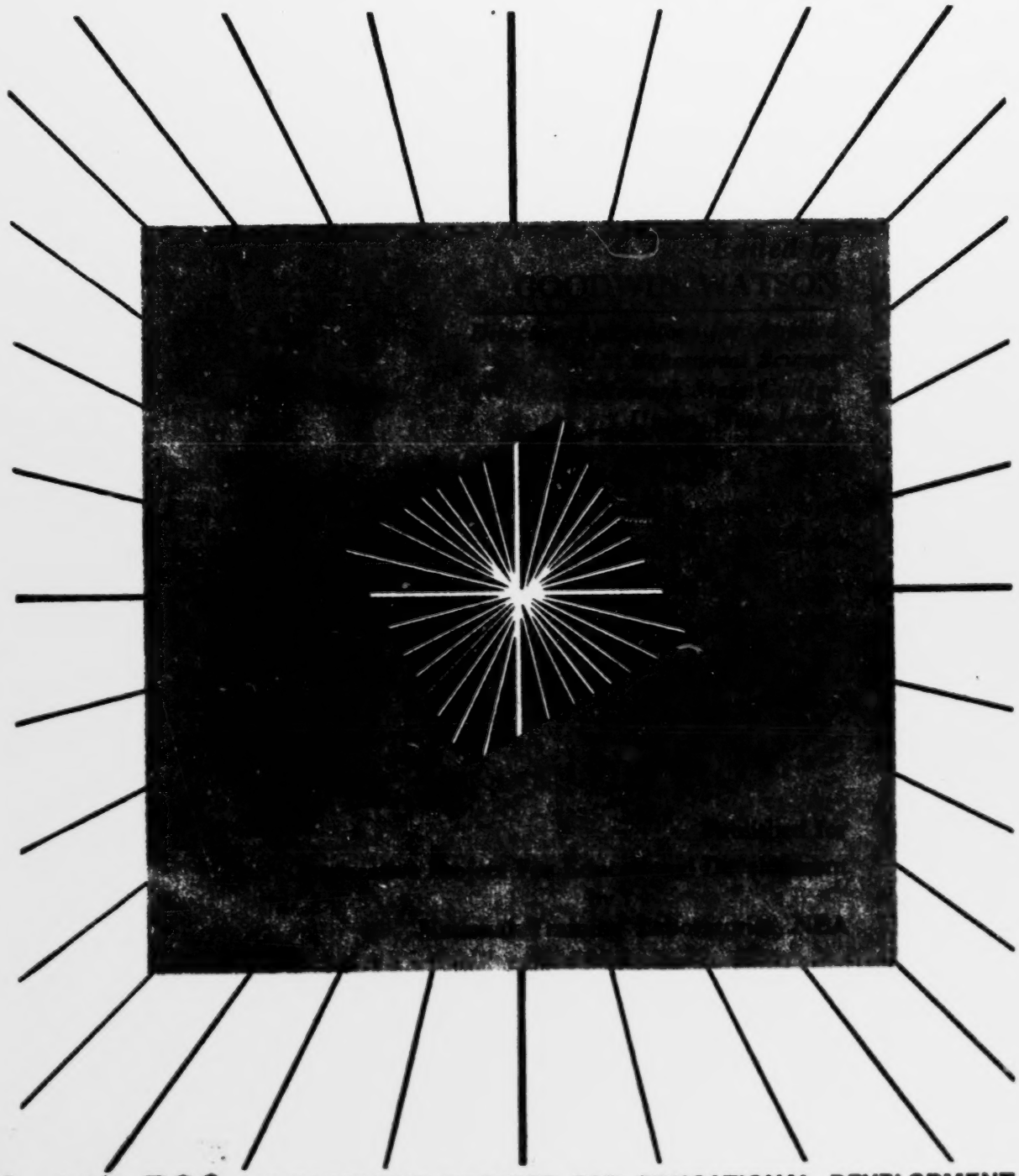
# CHANGE IN SCHOOL SYSTEMS



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# INTRODUCTORY NOTE— WHAT IS COPED?

*Change in School Systems* is a companion volume to *Concepts for Social Change*. The working papers presented in *Concepts for Social Change* develop the core ideas about planned change that give direction to the Cooperative Project for Educational Development (COPED). The papers in *Change in School Systems* focus attention on the special properties and processes of the schools and on strategies for change designed to test and develop the core ideas. Although COPED is concerned with improving education, the ideas in both sets of papers are relevant to change in other social contexts and, indeed, were in many instances derived from work in other fields.

COPED is a number of things. It is a three-year project, funded by the U. S. Office of Education, for "the exploratory development of models of planned change in education" in about 25 school systems located in the metropolitan areas of New York, Boston, Chicago, and Detroit-Ann Arbor (with affiliates separately funded in Madison). It is an emerging inter-university facility committed to joint inquiry, to collaborative action, and to interdependence among universities and school systems as a means to improving education. COPED is thus a linker, joining behavioral scientists and school system "change-agent teams" within and across regional centers. With coordination by the National Training Laboratories of the NEA, COPED links staff teams from Teachers College, Yeshiva University, and Newark State College; from Boston University and Lesley College; from the University of Michigan; from the University of Chicago; and from the University of Wisconsin.

To a degree not fully anticipated, COPED has also become a leadership development facility. Looking at the young behavioral scientists who in a few months have achieved full colleagueship at each center, we were reminded at a recent all-staff COPED seminar that "a chicken is simply an egg's way of making another egg." COPED has been an effective producer and assimilator of competent staff members. It has done so by providing a continuing seminar anchored in the realities and urgencies of working with school systems. Through personal interactions among people with a wide range of experience and knowledge, the seminars and regional staff sessions have provided learningful confrontations around ideological, conceptual, methodological, and value issues.

COPED's effectiveness in the area of professional development was greatly enhanced in 1966-67 when grants from the U.S. Office of Education and the Fund for the Advancement of Education of the Ford Foundation enabled NTL and COPED to initiate in-service training programs both for university-based interns and for school system- and education association-based training consultants.

COPED is also a forum—a continuing seminar—for conceptualizing about, studying, and developing models for bringing about improvement in education. The titles of the first papers prepared for discussion at COPED seminars, the working papers presented in *Concepts for Social Change*, reflect the themes and concerns of COPED. Buchanan, in "The Concept of Organization Development, or Self-Renewal, as a Form of Planned Change," links COPED concerns to relevant issues in settings other than education. Watson's "Resistance to Change" specifies factors at the individual personality and social-system levels which make for resistance. In "Concepts for Collaborative Action-Inquiry" Thelen distinguishes between "forced change" and "genuine change" where change in overt behavior is rationalized in internal changes of concepts, perceptions, and attitudes. Lippitt's "The Use of Social Research To Improve Social Practice" describes patterns of using scientific resources in coping with persistent social problems. Havelock and Benne develop a conceptual framework in "An Exploratory Study of Knowledge Utilization." Klein's paper on "Some Notes on the Dynamics of Resistance to Change: The Defender Role" calls attention to the positive contribution that resistance may make in change efforts. The concluding paper in that volume, "Self-Renewal in School Systems: A Strategy for Planned Change" by Miles and Lake, illustrates application of the various concepts in the development of strategies for change in education. The papers in the present volume continue the discussion but focus more specifically on the schools and on strategies for action.

Finally, COPED is an organizational experiment testing the feasibility of creating and sustaining an inter-university facility for collaborative work with schools. The concept of inter-university collaboration has been put to rigorous test. There are clearly costs to be paid in time, in communications efforts, in energy, and in threatened autonomy, conflicting loyalties, and potentially "watered down" compromise. Thus far there is the conviction that the benefits outweigh the costs. Incentives to collaboration have included access to a wider range of ideas and experience and to joint resources for staff development and for work on such specific tasks as developing research instruments. Long-range or anticipated values include richer interpretation of results because more school systems can be included, a wider range of strategies can be studied, and a greater range of orientations can be explored. Conceptual work is richer and

more challenging than it would be within individual regions. Assumptions and issues are more sharply defined through inter-regional reaction and interaction. At the same time inter-regional commitments and responsibilities have supported continuous task accomplishment which might have been postponed if the region alone were involved.

A variety of means have been used in fostering inter-regional collaboration. A representative Executive Committee was created at the first all-staff seminar. It meets approximately every other month and holds more frequent one-hour telephone conferences. (The conference call is beginning to be used by other COPED committees and task forces and also to link participating school systems and university staff members within a region.) The all-staff seminars every three or four months have been the major means for identifying and working through issues and giving COPED an identity. The joint development of the in-service training program and continuing utilization of the interns and the school system training consultants is another major source of organizational strength.

COPED goals are emergent, with testing and reformulations made through the seminars, task forces, and regional sessions. The goals have been stated broadly as:

To increase knowledge about how change takes place in schools.

To develop, assess, and draw generalizations regarding the effectiveness of specific strategies of planned change.

To disseminate, in ways that they are likely to be utilized, findings and materials generated through COPED.

To help about 25 school systems become self-renewing (innovative, competent in the management of innovations, skillful in problem solving).

To influence the universities as sources of help to school systems.

COPED will be asking:

What actual changes occur in COPED-linked school systems?
What are the causes for these changes?

At this writing—when pre-involvement measures are being taken and relationships established between university and school systems—no one is under any illusions that the task is simple. The reality, as Matthew Miles, Measurement Committee chairman, has stressed, is that some 25 school systems are being entered by COPED change agents with varying entry strategies and with a wide variety of subsequent change approaches carried out in different operating centers. To assess change carefully and

explain it plausibly represents a very substantial challenge. We know that the challenge has to be accepted if we are to emerge with findings that relate significantly to pressing educational problems and not simply with 25 "interesting" development projects.

A major commitment through a number of months has therefore been to the development of a "core package" of assessment instruments. By its reality and its urgency, this effort has helped bring COPED into being as an organization. It has also demonstrated one of the important rewards in attempting to work in an inter-university staff rather than independently. The development of the core package has utilized the variety of special interests and competencies represented at the various centers.

As issues and problems, as well as potential benefits, have become clearer, stronger commitment has developed to cross-center designing and the ultimate discipline this involves. The earlier Measurement and Continuous Assessment Committees have been merged into a representative Research Council and given responsibility for improving the core package; for helping the regional groups make their hypotheses more explicit and classifying the districts they are working in more rigorously; and for formulating, "working," and bringing important issues to the total staff. For example, the Council has been helpful in defining the relative demands of service to client-collaborator and of research. To paraphrase William Schutz, research coordinator for COPED, we need to be rigorous and experimental in formulating hypotheses, testing them, and evaluating results. But if we are to avoid sterile results—much ado about little—this phase of the scientific enterprise needs to be preceded by a period of discovery. The researcher entering the system needs to be open, creative, sensitive to the situation, imaginative, free to *discover* what the problems really are and what is happening.

COPED's potential importance lies in what can be learned not only about change and improved problem-solving skill and self-renewal in schools but also in what can be learned about interdependent approaches to educational problems. While it is too early to predict the ultimate contribution of COPED, experience thus far suggests that inter-university facilities can be created and sustained and that collaboration can be achieved between university and school to the advantage of each. The readiness of school systems to enter into COPED—though this means commitments of time, energy, and funds—is one of the promising factors.

Without naming the entire staff and each of the committees, it would not be possible to acknowledge the contributions that have brought COPED into being. NTL's Core Committee on Education should be

listed as the initiators—Ronald Lippitt, chairman, and Paul Buchanan, David Jenkins, Matthew B. Miles, Don Orton, Herbert Thelen, and Goodwin Watson. The COPED Executive Committee should also be named: Charles Jung, Fred Lighthall, Dale Lake, Elmer VanEgmond, Richard Hammes, Robert A. Luke, Jr., Miriam Ritvo, Loren Downey, Donald Barr, Audrey Borth, and Robert Fox. There should also be acknowledgment of the roles of William Schutz as research coordinator, Goodwin Watson as publications chairman and COPED editor-in-chief, and finally, Stanley Jacobson, who has made preparing these papers for publication his first project as newly appointed publications director for NTL.

**DOROTHY MIAL**
***Program Coordinator for COPED***

# THE TRAINER CHANGE-AGENT ROLE WITHIN A SCHOOL SYSTEM

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## INTRODUCTION

Planned change and the incorporation of innovations in school systems are becoming increasingly recognized as important phenomena in American education (Miles, 1964). To the extent that change can be initiated and influenced purposefully, the role of the change agent is central in these phenomena (Lippitt, Watson, & Westley, 1958). It is assumed in this paper that there is a positive value to the school system and to the society which it serves in having persons within the system actively aware of their potential and responsibility as agents of change in relation to all aspects of their system. Any person in the system, from the superintendent to a kindergarten pupil, has some potential as a change agent. That is, each person in the system has some potential as a force maintaining the equilibrium of the current operational status of the system. Obviously, different persons have vastly differing power and potential power to act as change forces within the system.

It should be noted that a vast range of external forces interact with the system in determining its equilibrium. Persons external to the system can become change agents of the system in relation to dealing with external forces or by being allowed into the system for a temporary period in order to introduce change. In many instances, the most rational strategy for change may involve the combined efforts of external and internal change agents working together to effect some desired result. A change-agent role labeled the "creative marginal" has also been conceived. It involves being an internal member of the system which is the target of change and, simultaneously, a member of some external system contributing to the change. The focus here is upon the internal change-agent role. The relationship of this role to external resources, including external change agents, is part of what will be explored and illustrated.



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It is suggested that in most systems few persons consider themselves as being in the change-agent role. It is not assumed here that it would be of greatest value to the system to have one individual or a team whose role is designated as primary change agent for the system. It is assumed, however, that it could be very valuable for the system to have a role primarily concerned with the phenomena of change and with promoting awareness in persons throughout the system of their potential roles in relation to change. This role within the system will be referred to hereafter as a *trainer role* under the assumption that training to develop active behavioral skills is an especially important part of the learning necessary to increase the potential for planned, purposeful change. Such a trainer is a change agent within the system. He is an agent whose primary change aim is that of realizing the potential of the system in relation to its goal of creating maximally effective educational experiences and of making it increasingly possible for all members of the system to contribute to this goal.

The agent's aim encompasses activities at all levels of the school system: the level of the student-learner; the level of the direct worker with students; the level of the immediate administrative facilitator of the direct-worker role; and the level of the organizational facilitator of the overall system, internally and as it relates to the larger community. The purpose is not so much to help persons adjust *to* the system as it is to help them to continuously adjust the system. This paper offers a conceptualization of this trainer change-agent role for a school system.

Up to this point a number of ideas have been designated as assumptions. While these assumptions are not without some basis in experience, they are generally not empirically validated in relation to the role being conceived here. Within the intention of conceptualizing the role in an exploratory manner, an effort is being made to be explicit about the assumptions in the hope that attention might be drawn to areas needing empirical research.

## PURPOSE OF THE TRAINER CHANGE-AGENT ROLE

One way to think about the purpose of this trainer change-agent role would be as that of providing various kinds of linkage. There appear to be gaps between youth work practitioners, such as teachers, considered as a group on the one hand, and various kinds of resources that could help them do their jobs more effectively, on the other. The trainer change-agent role may be seen as providing linkage across such gaps. The following kinds of gaps are suggested from the vantage point of the teacher or school staff group. Others might be developed from the vantage point of roles at any of the school system levels: administrators,

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school board members, custodians, pupils, or special roles within the system.

GAPS FOR WHICH A TRAINER MIGHT PROVIDE LINKAGE

| *Youth Work Practitioner* | *Gap* | *Resource* |
|---|---|---|
| 1. Teacher or school staff group | | Persons who are experts |
| 2. Teacher or school staff group | | Organized bodies of knowledge such as theories and research findings |
| 3. Teacher or school staff group | | Innovations of other teachers and persons who work with youth |
| 4. Teacher or school staff group | | Administrators in their system |
| 5. Teacher or school staff group | | Other youth socializing systems such as organized recreation, therapeutic agencies, or families |
| 6. Teacher or school staff group | | Pupils with whom they relate |
| 7. One teacher's way of trying to help a child | | Another person's different way of trying to help the same child |
| 8. Teacher's application of skills | | The teacher's own potential—the skills which the teacher has, but is not applying for some reason |

## ILLUSTRATIONS OF GAPS AND EXAMPLES OF TRAINING TO PROVIDE LINKAGE

The following are illustrations of each of the previously listed gaps that may exist between school people and resources for further professional development. The illustrations are followed by examples of training events which might help bridge these gaps. Also suggested is the orientation that the trainer might need in order to provide increased special skills in each instance.

### 1. GAP BETWEEN A TEACHER OR SCHOOL STAFF GROUP—AND—PERSONS WHO ARE EXPERTS

*Illustration:*

The gap between the psychological consultant who has tested children and learned of some of the internal reasons why a child might have difficulty in school but who tends to speak in psychological terms and seems rather unfamiliar with the reality demands of the school system—and—teachers who want to understand what the psychologist has to offer in terms of specific things that they can do to help a child in the classroom.

Training Example:

The trainer first meets with the teachers to work on presenting a child's problem behavior as it occurs in the classroom. Two lists are made. One tells of the things that the child does which might interfere with things that he himself wants. The other tells of things that the child does which interfere with what the teacher wants. The trainer then works with the teachers on identifying things that influence the child's behavior (using "force field" analysis). The kinds of information that a psychologist can give are considered in relation to other kinds of information that the teacher might have. Work is then done on figuring out kinds of questions to ask of a psychologist and ways of helping a psychologist understand the kinds of information that teachers can use. The teachers meet again after having talked with the psychologist to consider the appropriateness of their questioning in light of the information received and ways to use the information.

Orientation of Trainer:

Helping staff identify needs. Using interpersonal and group leadership skills. Maintaining involvement of central administrators.

Special Skills Provided:

Problem-solving skills of diagnosing classroom situation. Interpersonal skills of communicating—listening and expressing; identifying barriers to interaction in self and other; being helped.

## 2. Gap Between a Teacher or School Staff Group—and—Organized Bodies of Knowledge Such as Theories and Research Findings

*Illustration:*

The gap between a school staff who want ideas about how to work with pupils who feel negatively toward school—and—research findings such as those which show that having "negatively" oriented sixth graders work as helpers with second-grade children can lead to improved views and behavior of the sixth graders in their own class.

Training Example:

Trainer meets with the staff and provides some current research findings concerning children who feel negatively toward school, behavioral influences on children similar to those who are in this school, and evaluations of having older children work with younger ones. The focus of this meeting becomes that of having the staff work at deriving implications from this research which fit their own school setting.

Orientation of Trainer:

Introducing knowledge resources and designing experience in their use.

Special Skills Provided:

Problem-solving skills of planning change, including a phase of deriving implications from research findings in a manner relevant and applic-

able to teacher action concerns. Interpersonal skills of developing interdependence with a consultant.

### 3. Gap Between Teacher or School Staff Group—and—Innovations of Other Teachers and Persons Who Work with Youth

*Illustration A:*

The gap between the teacher who would like to get her pupils to fight less—and—the teacher in the classroom next to hers who is accomplishing this by having her pupils handle fighting issues themselves in a classroom student council.

Training Example:

Trainer works with the teachers on how to observe in each others' rooms so as to identify the skills each is using. They then work on ways to fill each other in on what they have seen and ways such as role playing in which each can try out and practice new things to say and do back in her classroom.

Orientation of Trainer:

Interpersonal leadership skills. Designing skill-training experiences.

Special Skills Provided:

Problem-solving skills of diagnosing classroom situations; planning changes to meet concerns; implementing plans to bring about change, in this case including "skill training." Interpersonal skills of developing interdependence with peers; helping others and being helped.

*Illustration B:*

The gap between the school staff who are concerned with the fact that they spend about 40% of their actual time dealing with disruptive pupil behavior—and—the principal at a different school who has worked out a system with her staff and pupils in which the pupils constructively settle behavioral problems themselves.

Training Example:

Trainer meets with the school staff to identify questions that they could ask of the principal to discover the things she does to help the system work, the skills her staff needs in making it work, the kinds of problems that can be expected, and ways that it might be adapted to their own school setting.

Orientation of Trainer:

Introducing knowledge resources and designing experience in their use.

Special Skills Provided:

Problem-solving skills of sharing innovations in dealing with school and classroom concerns, planning change to meet concerns, implementing plans to bring about change. Interpersonal skills of communicating—listening and expressing.

### 4. Gap Between Teacher or School Staff Group—and—Administrators in Their System

*Illustration:*

The gap between the teacher who believes that when she raises questions about classroom misbehavior her principal thinks it is a sign of inadequacy—and—her principal who wants teachers to approach her openly so that they can work together on classroom behavior problems.

Training Example:

Trainer involves the teacher and principal together in "sensitivity training" sessions to promote increased communications, role clarification, and general understanding. This could be done by having the two work by themselves as a pair using materials such as those developed by the Human Development Institute of Atlanta, Georgia. It may be done by setting up a training group involving several or all of the school's staff in which the trainer would work as a "trainer" in the group. In such a group, each person has an opportunity to learn how groups develop and function, the reasons why people behave as they do in groups, and the roles that he himself plays in a group by exploring with others what is happening in this group. Questionnaires may be used to determine role perceptions and expectations relative to the school setting. This would be fed back in training sessions so that clarifications and modifications could be worked out.

Orientation of Trainer:

Helping staff identify needs. Providing interpersonal and group leadership skills. Designing interpersonal-relations learning experience.

Special Skills Provided:

Problem-solving skills of diagnosing school situations. Interpersonal skills of communication, identifying and coping with barriers to interaction in self and other, developing interdependence between superiors and subordinates.

### 5. Gap Between Teacher or School Staff Group—and—Other Youth Socialization Systems Such as Organized Recreation, Therapeutic Agencies, or Families

*Illustration:*

The gap between the high school vocational education staff who see their job as developing the pupil's knowledge and skills in doing a job, but not as creating specific learning experiences that focus on developing work habits and attitudes—and—the prospective employers of the community who expect the schools to develop the youth's work habits and attitudes and, therefore, only hire and keep youth who meet their standards in these latter respects.

Training Example:

The trainer designs a meeting of vocational education staff, prospective employers of the community, and "experts" in the kinds of training which influence the development of work habits and attitudes. The group first focuses on identifying the range of skills, work habits, and attitudes which are important in getting and holding a job. They then focus on the alternative kinds of learning experiences needed for developing these things. Finally, they focus on clarifying who should most appropriately provide these different kinds of learning for youth and how school people and employers can keep in touch with each other to be sure the job is being done in a coordinated fashion.

Orientation of Trainer:

Helping staff identify needs. Introducing knowledge resources and design experiences in their use. Communicating to and maintaining involvement of central administrators.

Special Skills Provided:

Problem-solving skills of planning changes to meet concerns, implementing plans to bring about change. Interpersonal skills of communicating—listening and expressing; identifying and coping with barriers to interaction in self, other, system.

## 6. Gap Between Teachers or School Staff Groups—and—Pupils with Whom They Relate

*Illustration:*

The gap between the teacher who wants her pupils to work harder and believes that they don't because they are lazy and uninterested in the work—and—her pupils, who are actually interested, but each of whom thinks that the others are not very interested and that the others would think it "square" to show more interest.

Training Example:

The trainer works with the teacher on developing and using questionnaires and sociometric tools to explore with her pupils what the interests and norms of their classroom really are. The teacher might tape record some of her discussions with the pupils and later listen to the tapes with the trainer to identify the kinds of things she said that seemed helpful in enabling the children to feel comfortable in exploring such things openly with her and with each other. Ways of "feeding back" the questionnaire responses to the students might be worked out as part of a plan to support change in such a classroom situation.

Orientation of Trainer:

Helping staff identify needs. Providing interpersonal leadership. Developing skill-training design.

Special Skills Provided:

Problem-solving skills of diagnosing classroom situations, planning changes to meet concerns, implementing plans, evaluating results of change efforts. Interpersonal skills of communicating, identifying and coping with barriers to interaction, developing interdependence with peers and pupils, helping others and being helped.

## 7. Gap Between One Teacher's Way of Trying To Help a Child —and—Another Person's Different Way of Trying To Help the Same Child

*Illustration:*

The gap between the teacher who is seeking to help the child improve his behavior by putting him in a role where he has responsibility—and—some other adult who is using denial of responsibility as a punishment whenever the child misbehaves.

Training Example:

The trainer sets up a meeting with these two and others important to the child. They first consider ways that they would like the child to behave. They next consider things which are influencing him to behave as he now does. They then consider the range of things that could be done to influence the child differently, which of these things each could do, and ways that they could support each other in carrying out these things. The trainer might meet periodically with the group to help them look at what each of them is doing, with the emphasis on what they hope the child will do as a result.

Orientation of Trainer:

Introducing knowledge resources and designing experience in their use. Providing interpersonal leadership.

Special Skills Provided:

Problem-solving skills of planning change to meet concerns, implementing plans to bring about change, evaluating results of change efforts, sharing innovations. Interpersonal skills of communicating, developing interdependence with peers.

## 8. Gap Between the Teacher's Application of Skills—and—the Teacher's Own Potential, Skills She Has But Is Not Using for Some Reason

*Illustration:*

The gap between the significant insight of teachers who understand why their pupils relate to each other as they do in their classrooms—and

—their failure to share this insight in discussions and activities with their pupils because they don't see how such efforts have been helpful in the past.

Training Experience:

The trainer arranges a demonstration of a classroom in which the teacher and pupils are exploring events that happen in their classroom relationships. The trainer works with the observing teachers on identifying and practicing the skills that are important in doing such work in the classroom. This might include skills of using role playing, helping pupils ask questions, or training children in observing behavior. Work would also be done on developing questionnaires to evaluate the meaning of such work to the pupils over a period of time so that the teacher could more objectively determine the value of such effort.

Orientation of Trainer:

Helping staff identify resources and needs. Providing interpersonal and group leadership skills. Providing evaluation skills and designing experience in evaluation.

Special Skills Provided:

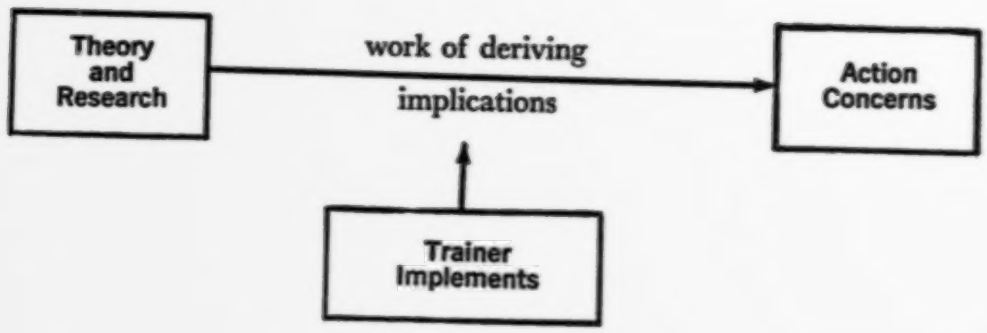
Problem-solving skills of diagnosing classroom situations, implementing plans for change by using skill training, evaluating results of change efforts. Interpersonal skills of communicating, including observation; identifying and coping with barriers to interaction, especially in self; developing interdependence with pupils.

## MODELS OF CHANGE WITHIN WHICH LINKAGE TAKES PLACE

There are undoubtedly many models of change which are more or less relevant to educational planning. Four models of change within which linkage takes place—and which seem to be especially relevant—are suggested below from the vantage point of the practitioner. The potential contribution of each model, and the comparative value of the models in relation to needs of the particular school systems, remains to be empirically explored. Illustrations from the preceding section are cited where they correspond to one of the four models of planned change. It may be noted that some of the illustrations are applicable to more than one model of change. It should also be noted that each of these models can be relevant at a *micro* level, within a particular classroom, as well as at the *macro* level of change throughout the system as a whole.

## 1. Derivation Model

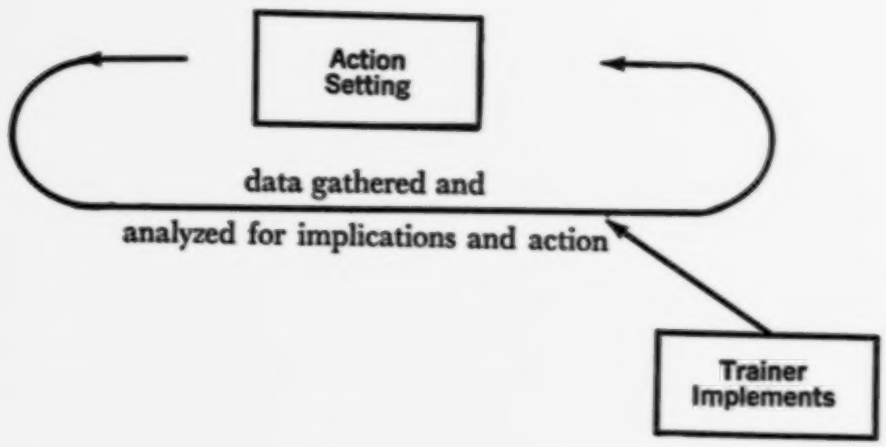
In this model implications for action concerns are derived from theory and research findings.




(illustration 2)

## 2. Action-Research Model

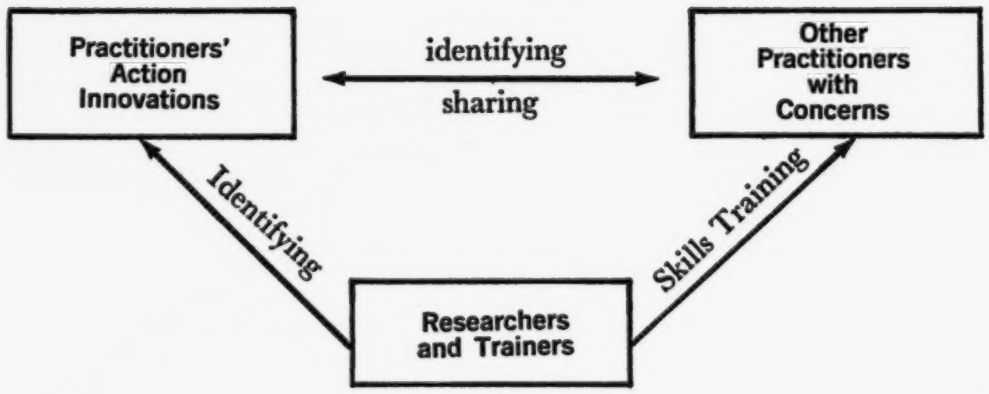
In this model data are gathered from the action setting and fed back to the practitioner who analyzes their implications for action design and implementation.




(illustrations 4, 5, 6, 7, 8 )

## 3. Identification and Diffusion of Innovations Model

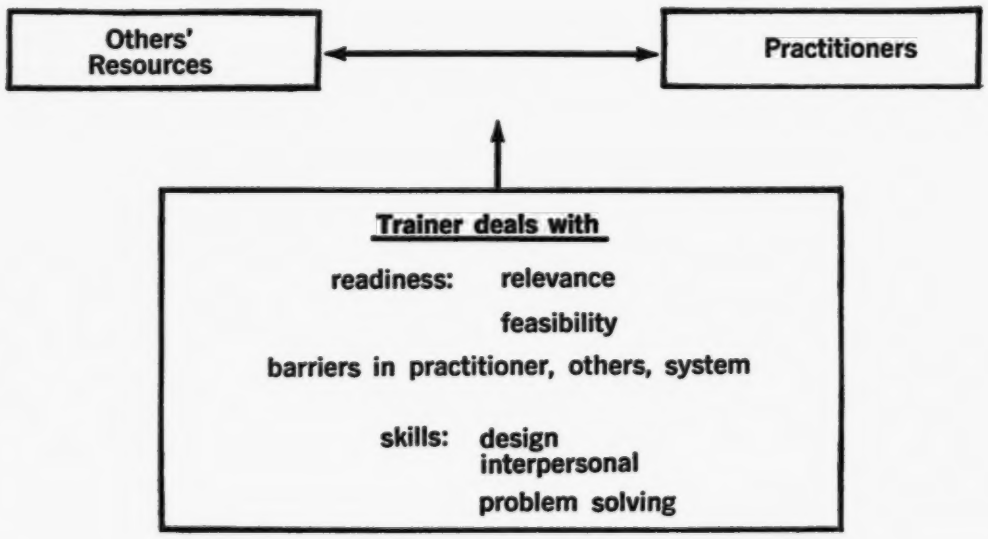
In this model the salience and relevance of practitioners' action innovations are identified and then the skills embodied in them and their designs are spread to other practitioners with concerns.




(illustrations 3A, 3B)

## 4. Consumer Education Model

In this model practitioners work at developing their skills at consuming, or taking advantage of, the resources of others.




(illustrations 1, 4, 5)

## KINDS OF SKILLS TO BE PROVIDED BY THE TRAINER CHANGE-AGENT

The trainer change-agent may facilitate linkage of people to resources that provide any of a wide variety of types of skill training. The kinds of skills that would be provided by the trainer change-agent himself fall in three categories: problem-solving skills, interpersonal skills of relating, and innerpersonal learning.

### 1. Problem-Solving Skills

What is intended here is action-oriented, rather than merely cognitive, problem solving. Several phases of problem-solving activity are involved. All phases are applicable to each of the levels of activity which affect the learning experience of the child and to the interactions of these levels. These levels may be recalled as including: the level of the student-learner; the level of the direct worker with students; the level of the immediate administrative facilitator of the direct-worker role; and the level of the organizational facilitator of the overall system, internally and as it relates to the larger community.

The phases include:

a. Diagnosing situations which present concerns. This would include both a consideration of the action situation and consideration of implications from scientific knowledge which might be applicable.

b. Planning changes to deal with concerns. This would include identifying a range of action alternatives, selecting some for trial, and developing strategy for attempting to implement those selected.

c. Implementing plans to bring about change. This may be considered as the phase in which the feasibility of action alternatives and strategies for their implementation are tested.

d. Evaluating results of change efforts. This should include consideration of the nature of the action alternative, the strategy used to attempt to implement it, and the change dynamics encountered. The potential of the evaluative effort for contributing to a better basic understanding of the behavior involved, as well as an accurate description of the dynamics of the action situation, should also be considered.

e. Adoption, modification, adaptation, and sharing of innovations. The problem-solving attempt should result in arriving at a point where adoption is indicated or, at least, ideas for modification stand out clearly. Evaluative results and documentation of the effort should be such that adaptation to other settings is facilitated. Thus, innovations in the three contexts of action alternatives, strategies for

implementing them, and approaches to dealing with change can be shared.

### 2. Interpersonal Skills of Relating

At any level of school system activity there are repeated encounters between people which involve learned skills of relating. Four areas of such interpersonal skills are suggested here as illustrations:

a. Communicating. This involves sensitivity in listening and expressing on a feeling level as well as a cognitive level.
b. Identifying and coping with barriers to interaction. This would include barriers in self and in others such as inappropriate expectations or inaccurate perceptions. It would also include barriers in the system such as norms hindering the development of mutual trust or scheduling which tends to isolate individuals or groups.
c. Developing interdependence. This would involve relating in such a way as to expose individual needs and resources to one another and promoting individual initiative in applying a reality-testing orientation towards using the best available resources to meet appropriate needs.
d. Helping others and being helped. This area illustrates how the other skill areas can interact and combine to support temporary and alternating roles— in this case, the roles of helper and helpee. Skill in promoting interdependence should make it more acceptable and feasible to move in and out of helper and helpee roles to best utilize the resources of different individuals relative to concerns that arise. This would include a need for skills in identifying potential barriers to the helper-helpee interaction. It would also include communication skills of clearly presenting the nature of the help needed and of responding with equal clarity regarding the nature of the help offered.

### 3. Innerpersonal Learning

It is assumed that as one becomes actively involved in developing problem-solving skills and interpersonal skills of relating, self-confrontations will occur which will result in a corollary of innerpersonal learning. Some innerpersonal learning in regard to self is thus considered to be a goal and a basic part of the first two categories of skill training. It is not, however, considered here to be the primary focus of training in the first two categories. It is suggested here that the trainer change-agent's orientation toward providing innerpersonal learning experience would be most appropriately focused on skill in integrating self-confrontations on a conscious, or ego, level. He would seek to promote the individual's skill at recognizing areas in which introspection could be handled profit-

ably by the self as compared to areas where help from others is needed. This would include promoting and facilitating access to means of enlisting different kinds of help from others when desired. The trainer change-agent is not conceived here as being either a group or an individual psychotherapist within the school system. It is conceived that his skill-training contribution promotes some self-insight, but that it aims mainly towards developing the skill of the individual in recognizing his own innerpersonal growth needs and seeking appropriate means of meeting them. When appropriate he might arrange for different types of innerpersonal training experiences in the context of "therapy for normals," and he would certainly be a potential referral source for individuals in problem situations.

## ORIENTATION OF THE TRAINER CHANGE-AGENT

A number of ideas about an appropriate orientation of the trainer change-agent have been stated here in relation to the illustrations of linkage and the categories of skills he would provide. In summary, these ideas about his orientation are as follows:

1. Identifying and helping the staff identify their needs for particular kinds of in-service education experience. This includes efforts to promote an active posture of the staff toward learning and skill development as well as toward reaching out to the resources of others.
2. Maintaining awareness of the knowledge resources (e.g., new research and theory) and an active relationship with the resource sources and experts who may be needed to help provide staff learning opportunities.
3. Increasing theory awareness and skills in designing a variety of types of staff learning experiences using recent developments in such fields as training technology, action research, and research utilization.
4. Increasing interpersonal and group leadership skills needed to work skillfully as a problem-solving leader, group trainer, group consultant, and action-research leader.
5. Increasing evaluation skills needed to assess the movement or lack of movement of staff members toward in-service growth objectives and to contribute new knowledge and insights to the theory and practice of planned change.
6. Communicating to and maintaining the involvement of central administrators of the school system.
7. Involving himself appropriately as a participant in training experience.
8. Participating with trainees in the training experience in a way which seeks to increase his own skills and insights as well as those of the trainees.

## THE TRAINER CHANGE-AGENT'S FUNCTIONS AND ROLE WITHIN THE SCHOOL SYSTEM

The discussion up to this point indicates a number of functions which the trainer change-agent contributes to the operations of the school system. These might best be considered within a concept of the school system as having a norm of applying a recurring problem-solving procedure as a standard part of its operations. Inasmuch as the trainer change-agent is contributing to developing skills of action problem solving at all levels of the system in relation to particular concerns which arise, his functioning can be seen as an integral part of the problem-solving mechanism of the school system as a whole. Such a mechanism needs to include operations concerned with diagnosis, planning of change, feasibility testing of change plans, evaluation of results, and modification and spread of valued models. The operational organization of the system would thus need to allow the trainer change-agent to be a key member of a system-wide problem-solving team including, especially, top administrators, policy makers, and research evaluators of the system.

The trainer change-agent's functions might be summarized as follows:

1. Relates to staffs of schools and to central administrators in identifying needs for and providing training.
2. Provides demonstration of some skills.
3. Trains staff in some skills.
4. Makes support for training available (e.g., clerical help, released time).
5. Arranges staff access to other training resources (e.g., brings in trainers from outside for internal events, arranges involvement in outside training activities, provides materials for self-training).
6. Works to coordinate administration, research, and training as integrated parts of the system's problem-solving procedures.

The trainer change-agent's role within the system might be summarized as follows:

1. Upper administrative responsibility with corresponding remuneration.
2. Some large degree of autonomy in responding to expression of need and developing training experiences for personnel throughout the system.
3. Clear and active lines of communication within the system to review: the place of training activities in relation to the system as a whole; problems that are met; results of training; modifications of training; modifications of the system which seem indicated as a result of integrated functioning of research and training efforts within the system.
4. Team-working relationship with evaluators and researchers of the system.
5. Source of referral to consultation and resource help from outside of the system.

## BACKGROUND OF THE PERSON FOR THE TRAINER CHANGE-AGENT ROLE

Four kinds of factors appear especially important in considering the kind of background which might best prepare a person for being developed for this role. The first is a familiarity with classroom and school settings. The second is experience in helping school staff persons develop skills. The third is experience in training situations both as trainee and trainer. And the fourth is advanced education, probably including a Ph.D. or work towards that level, with emphasis in fields of social science.

There appear to be three possible sources of persons with such a background. One source would be professional educators (e.g., educational psychologists, curriculum specialists, guidance specialists) who have acquired additional training in the behavioral sciences and evaluative research and have also received training as "trainers." The second source would be psychologists or social psychologists who have had good experience as applied scientists in the school setting and have had additional training as "trainers." The third source would be practitioners in the professional field of personnel training (e.g., in business) who have had additional training in the behavioral sciences and experience in school systems.

## CONSIDERATIONS FOR TRAINING THE TRAINER CHANGE-AGENT

Training for the role of trainer change-agent in school systems as it has been conceptualized here is not currently available in any one integrated curriculum. There are probably three major reasons why this is so: First, few school systems have recognized the potential of such a role. Second, persons and institutions capable of providing the different kinds of training called for have not seen a need to attempt to provide them in an integrated way. Third, the fields from which some of the areas of training would need to come are quite new and still in exploratory stages of development. These reasons suggest several implications which need to be considered in attempting to create a training program for this role.

The first reason implies a need to expect and deal with school system resistance to development and incorporation of this new role. This suggests considering the training of a team rather than of a single trainer change-agent to provide mutual support and more adequate possibility for multiple entry innovations. It further suggests considering how to involve key influence persons in a school system as advisors, as policy committee members, and perhaps occasionally as trainers or trainees in parts of the program.

The second reason implies a need to expect and deal with conflict of values, philosophy, and role infringement among trainers and among training institutions. This suggests considering the creation of inter-disciplinary and inter-university collaborative mechanisms within the training design so as to maximize the range of expertise and the possibility of constructive resolution of conflict.

The third reason implies a need to consider ways to evaluate the process of providing training and to include basic research in currently most relevant areas. Learning about attempting to create roles to function in carrying out models of planned change needs to be recognized as at least as valuable as any specific change results that occur.

A further area of special consideration seems implied by what has been stated about the orientation and background of persons who might be developed in this role. It seems implied that this training must focus on active behavioral experience. Cognitive understandings and personal insight need to be matched by behavioral and interpersonal skills. Opportunities for training in a laboratory setting and through consultation and supervision in ongoing change projects should be included.

A final area of consideration concerns values. Both the content and the process of change in education raise critical value questions in our society. Who should be influential in decisions regarding change in the local school system? What should be the roles of local citizenry—of teachers—of pupils—of government—in influencing and carrying out change? How public should the successes and failures of change efforts be? Does "planned change" imply coerciveness or a manipulative approach? Concern with such questions, in the context of an exploration of values rather than value indoctrination, must be included as part of the training experience as well as part of the research effort of a program to develop trainer change-agents for school systems.

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